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Fourteen author contributed chapters provide an overview of rehabilitation and special education for the disabled from a Danish perspective. Chapters have the following titles and authors: "Handicapped persons right to education, training and employment" (B. Haarder); "Mutual acceptance and empathy between handicapped and non-handicapped persons" (O. Lauth); "Requirements in the physical environment necessary for the integration of the handicapped" (J. Frederiksen); "Unesco and the education of handicapped persons" (L. Saleh); "The education, rehabilitation and integration of disabled people in the European Community" (P. Daunt); "How new technology can help children with special educational needs" (M. Hope); "The new information technology as an aid in the rehabilitation of functionally disordered" (J. Hansen); "Viewing rehabilitation as a whole" (F. Christensen); "The special pedagogical centre for education, training, research, technical aids development and information" (K. Kristensen); "Society's interest in and possibility of limiting the effects of handicaps" (E. Kock-Petersen); "Research in special education" (B. Dyssegaard); "Educational rehabilitation--a question of quality of education and cooperation" (B. Glaesel); "Rehabilitation in an international perspective" (I. Nielsen); and "Remedial teaching and rehabilitation" (F. Bruntt and D. Nielsen). (DB)

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EDUCATIONAL REHABILITATION

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Rehabilitation

By I. Skov Jørgensen

As part of practical and research-oriented information on rehabilitation of handicapped persons the National Union of School Psychologists has published the following report focusing on possibilities and prerequisites seen from a pedagogical-psychological point of view.

In Denmark we use the term »REVALIDERING« for any activity which aims at remedying or limiting the effects of handicap. The international term is REHABILITATION.

As regards contents of the terms there is a certain similarity among them, however, as an overall objective, their application contains presumably a weighting of »worth« and »dignity«, respectively. REHABILITATION will best cover our wishes and tasks in favour of handicapped persons in the areas of education and training.

Irrespective of the fact that the terms deal with the restoration of certain abilities, they comprise (judicially too) inborn and environmental handicaps.

Originally, rehabilitation focused primarily on medical treatment, bandages and technical aids. However, during the years following World War II, the social service was strengthened, i.a. via legislation and grants. The rehabilitation authorities directed interest towards work assessment, rehabilitation in special institutions, financial support, and preferential access to employment.

Parallelly with an increased social security the concept comes to prevail that rehabilitation is a matter of too great complexity to be supervised centrally. Any authority, responsible for public matters, is obliged to offer equal opportunities to handicapped persons as to their fellow citizens. Examples may be collected from the sectors of education, training, housing, transport, communication, and health.

The guiding principle behind pedagogical-psychological rehabilitation is early detection. The school authorities co-operate with the health care authorities and the parents on measures to promote development of handicapped infants. Through the years of schooling, the authorities - in daily work represented by the educational-psy- 3

chological service - compose individual programmes for the handicapped pupils and consequently contribute to their self-development, independence, participation in social life, and mutual acceptance.

The social sector is the »main contractor« for rehabilitation in the area of adult and particularly of senior citizens. Furthermore, it administers pensions, home help services, prostheses, and other technical aids of importance for the daily living. No doubt should prevail that micro electronics and other compensatory aids are made available with the fewest possible financial reservations. It would be too much of a paradox to spend nearly unlimited means on maintaining life and then later to withhold the relatively modest amounts which may make life meaningful. This last effort is what rehabilitation, in its proper sense, means to us.

The advantages of rehabilitation can by no means be measured by the money spent but, evidently, an increased independence will also have financial consequences.

Essential too is the value of qualified efforts. It partly concerns the training of personnel and partly the coordination of rehabilitation, training, education, research, technical aids development and information. A Danish model of a special pedagogical centre is available. Idle is expensive - and disastrous to those who are late.

The following pages of Chapter 1 give an explanation of the ideology and legislative basis for the planning and financing of the measures which are to reduce differences in opportunities for handicapped and non-handicapped persons as to education and working life. Society's offer to handicapped persons is administered by the same authorities which are responsible for the similar services to other citizens.

Chapter 2 deals with problems of attitude on the side of both handicapped and non-handicapped persons. Integration is viewed as a scale of elective opportunities and consideration for individual prerequisites.

Chapter 3 deals with environmental factors ensuring the handicapped person a greater equalization and a voice in decision-making as to living conditions. A mention of physical barriers, housing considerations and transportation measures.

Chapter 4 contains an explanation of Unesco's contribution to educational rehabilitation and efforts against the discrimination of handicapped persons, thus influencing world opinion.

Chapter 5 gives information on the European Communities' interest in rehabilitation, including the co-operation with experts, professional and industrial bodies. Experiments and the exchange of information are initially stressed.

Chapters 6 and 7 are practically oriented, comprising micro electronics and other technical aids for the limitation of handicapping effects. Guiding principle is society's solidarity with handicapped persons, i.e. innovations which may compensate for a handicap are made available as a contribution to equalization.

Chapter 8 focuses on cross-disciplinary co-operation among various professional sectors aiming at a coordination of society's offers of rehabilitation. It is not about a return to »total care« but about the placing of responsibility for qualified efforts under an overall supervision.

Chapter 9 gives an account of Danish experiences from advanced planning. Twentyfive years of pioneering work in Denmark within special pedagogical centres for education, training, research, technical aids development and information is now being tested in developing countries. The report is essential for the future planning.

In Chapter 10 discussions are resumed on society's tasks with a view to real equalization - as far as opportunities allow for it - of the entire population. Starting point is the financial interest of the Welfare State in making the handicapped person totally or partly independant and a human interest in the fact that the handicapped person keeps or reverts to normal family life and social relationships. The passivity-creating label »social case« should be replaced by opportunities of choice.

Chapter 11 relates special pedagogical research to practical rehabilitation. Partly it is about special pedagogical assistance in the form of investigative activities, individually directed, and partly about an increase of teachers' chairs (professorships) to undertake special education and rehabilitation, i.a. with a view to canalizing the co-operation to the universities of other countries and to pick up any by-products from general research of special value for handicapped persons.

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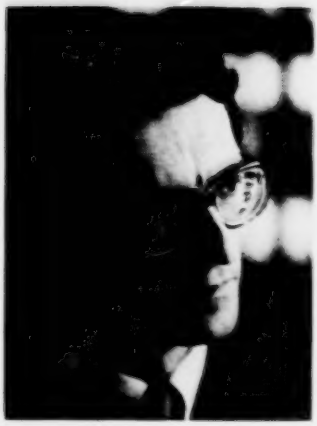
The crucial prerequisite for the fulfilment of certain objectives of rehabilitation, which everybody seems to agree to, is contained in the Chapter 12 which deals with the quality of the activities performed. Primarily it is about basic and further training of personnel employed in the fields of rehabilitation, also including the prevention of handicap.

Chapter 13 gives examples of public and private efforts related to rehabilitation in the fields of vocational training and employment opportunities. Furthermore, examples are given of the inspiration which derives from contacts to colleagues in other nations. Rehabilitation means handshakes across frontiers.

A concluding Chapter 14 draws the attention to actual Danish problems of pedagogical-psychological rehabilitation.

On the publication of the present report the editors wish to thank everybody who has contributed to giving relief to the United Nations Youth Year 1985 and to the Decade of Disabled Persons (1983-1992).



Minister of Education,
Bertel Haarder (41)
M.Sc. (politics) 1979, teacher at Askov highschool 1968-73, lecturer at College of Education, Ålborg 1973-75, member of Parliament from 1975 and Minister of Education from 1982.

From Bertel Haarder's extensive authorship can be mentioned: »Tyranny of the Institutions«, 1974, »The Danes in the year 2002«, 1977 and »In the middle of a period of self pity«, 1980.

Handicapped persons right to education, training and employment

By Bertel Haarder

The right to qualify oneself for employment through education and to achieve personal development applies equally to all Danish citizens.

No-one has special rights, and no-one has a special handicap with respect to access to the education system.

For many years there has been wide-spread agreement as to this fundamental principle in Danish handicap-policy; agreement between the handicapped's organizations and the political and administrative public authorities. This agreement also covers the negative consequence of the equality principle: namely that everyone must accept the possibility of restricted admission to the education system and the possibility of unemployment in the periods when these two - extremely unfortunate phenomena - hit Danish society.

Moreover, it must be emphasized that the right to education and employment does not mean that all forms of education and all forms

of employment must be organized so that they can admit all types of individuals. People are so different that not everyone is equally suited to everything. In the way Danish society is organized it is doubtlessly true that many people, by virtue of their personal level of activity can enjoy a greater variation of possibilities than other people.

This is undoubtedly true for a great number of our fellow citizens who are handicapped by physical or psychological difficulties. It is, however, a fact that many deaf, blind, speech retarded, physically handicapped, reading handicapped, etc. people have completed comprehensive education aimed at quite a wide range of employment possibilities.

These educational courses assume that in the teaching situation as well as in the later working situation the necessary individual considerations are taken; that compensation is made, using all the available resources, for the activity limitations imposed by the handicap.

The allowances and compensating factors previously consisted mainly of a selection for special education, but consist now of an attempt to, as far as possible, be included as elements in standard teaching. This is in accordance with the efforts to normalize which have influenced developments in the eighties: The individual's special needs must be seen to as part of his/her general needs and not as an alternative to them.

The traditional special-education, which was closely connected to a conception of the handicapped as a special group that was first and foremost characterized by the diminished ability in question, is being replaced more and more by a realization that these people are first and foremost quite ordinary human beings who have no need for more focus on their functional problem than absolutely necessary.

But teaching and education are more than just activities geared to employment readiness. There is a rich tradition in Denmark of an all-round educative and personal-development oriented educational activity in the areas of child, youth and adult education. There is a fundamental political requirement concerning this entire field: - - Folk high schools, spare-time education, etc. - - that they shall be open to everyone, including those considered as being handicapped. This naturally implies that the education in question must be supplied with the necessary compensating and support elements.

The right to education and employment is an offer to citizens that society is pledged to make, but apart from the nine basic years of schooling there is no compulsory education or compulsory employment in Denmark.

At the same time, the status-qualifications which are associated with traditional wage employment and education are so deeply grounded in people's consciousness that a voluntary refusal of education and employment is probably not just round the corner.

In many ways it is an extremely positive factor in a highly developed society like the Danish society, but we must not overlook the fact that it also has the following consequence: that it is as yet more of a human strain to belong to the group of unemployed.

The weight of this strain must certainly be just as heavy for normally functioning people as well as the disabled.

Editor Oluf Lauth (62)
Lecturer 1950-56, High school principal 1956-72. Social/political consultant to National Society for the Disabled 1975-85, and vice chairman 1981-85.

Regular contributor to Denmarks Radio from 1975.

Mutual acceptance and empathy between handicapped and non-handicapped persons

By Oluf Lauth

To say something about peoples attitudes toward each other in general is a difficult matter, but the task does not become less difficult when the relations between the handicapped and the non-handicapped are to be evaluated. This is especially due to the fact that, just as people, in general, differ, there are also great differences from individual to individual within the group which is placed under the collective concept of: the handicapped.

When all is said and done, the unique individual always ought to be the basis when the attitude of others to the person in question shall be examined, or when, conversely, the perceptions and experiences of the person in question regarding other people shall be registered.

The interplay between people can lead to both mutual respect and mutual rejection. Several factors contribute to this interplay, among

which environmental circumstances and the individual's psychological state and behaviour are the most important.

Let me give an example. We live in a small society consisting of a few houses and farms in the country. We are on social terms with the nearest neighbours. The wife on one of the farms has muscular atrophy, and I am a spastic.

When the neighbourhood gets together no-one pays any attention to the fact that two seriously handicapped people are in the group. We are, of course, shown the necessary consideration, but very discreetly. The decisive factor in their evaluation of us is, however, that she is a clever housewife and that I work with the media.

Here, then, is found both empathy and acceptance. We are both seen as people with handicaps, with certain limitations, but not as handicapped people. This undoubtedly makes a difference, a difference I can clearly see when I fly from Jutland to the capital - - because then I am the handicapped individual par excellence.

To accept means to approve, to acknowledge. Thus it ought to be all right as long as the handicapped are accepted. But the meanings of words have a tendency to move, to change character and change meaning. Today the word »accept« has apparently narrowed in meaning to mean the following: I accept your presence, but I do not assume any committments or obligations in relation to you.

Still bearing in mind that people differ, it must be noted that the above attitude is common in modern society. Most people prefer being able to mind their own business, to leave things alone and to cultivate their own egocentricity, and this holds equally true for handicapped and non-handicapped.

Therefore it is difficult for the modern individual to understand - - not to mention to manage - - words like empathy and understanding. If you cannot put yourself in someone else's situation and circumstances, you have no chance either to exercise empathy.

The consequence of this has been that professionals in the sectors of medicine, education and welfare take care of the network of problems facing the handicapped. It is necessary here to emphasize that professionalism in itself is not bad. On the contrary, it is often necessary. But if professionalism dominates the life of the handicapped it
12 not only has consequences for the latter, but certainly also for every-

one in society.

For the handicapped individual it can easily lead to a conception of himself/herself as handicapped and not much else. (On a course I once expressed the view that the handicapped should be treated like everyone else. Later I was asked by a course member if that view also meant that you could give the handicapped a dressing-down; to which I answered yes. He then drily remarked that the consequence would then be that the handicapped would react with the reply: »You treat me this way because I am handicapped!« - - Looking at the group I could see they shared his opinion).

For »ordinary« people the attitude to professionalizing will be - - despite the serious attempts at integration in recent years - - that they can evade, without shame, human responsibility. (A couple of years ago a woman from an organization in a medium-sized, country city told me that they had integrated two mongoloid children in a day-care centre. While they were still in the day-nursery stage, there were no problems. But when they were placed in a toddler's room - - as a transition to kindergarten - - problems arose. The »normal« children's parents would not accept the presence of the mongoloid children. When the leader of the day-nursery asked where else they should be, she was answered that there must be places for that kind of thing).

There is much that could indicate that the situation is rather frozen. And the prejudices of the handicapped about what »the others« think of them are in no way less prejudiced than the normal population's prejudices in relation to the handicapped. It is an old lesson that when two groups know only little or nothing about each other, then mutual suspicion, over-sensitive touchiness and prejudice are given good conditions for growth.

It is difficult to rid oneself of the thought that the concept of normality - - although exceedingly diffuse - - contributes greatly to creating boundaries between handicapped and non-handicapped. In a way it makes you wonder that development through the last century has tended toward greater uniformity and the demand for normality, when European history has so much evidence of the acceptance of differences and individuality.

It would seem to have something to do with society institutionalizing what it saw as deviant with the result that tolerance and forbearance were diminished with regard to what was »different«, and at the same time the idea of a society for normal people and of normal people took on pathological forms.

The heavy debate on foetus-diagnosis and so on could indicate that we haven't reached the end of the road as far as the narrowing-in of the normality concept is concerned. In complete seriousness, the removal of deviant looking foetuses by induced abortion is called treatment, and the weightiest reason given for the operation is: to avoid suffering. As if handicaps and suffering were identical, and as if it wasn't a manifestation of senseless arrogance to really believe that suffering can be eliminated from people's lives.

But knowledge never stands still; it is in constant movement, and it is even so fortunate that it can be helped on its way even in a time when the idea of conformity, stiffness and sterility seems to rule unchallenged as far as the concept of man is concerned.

In reality, the de-institutionalization which the decentralization of the care of handicapped persons heralded, is a prerequisite to creating a new concept of man - - or a re-creating of an old, if you will - - where diversity is the virtue and uniformity the evil.

This will namely mean that well-functioning people will meet handicapped people in places where they go, and get them as neighbours. The key word here is confrontation, which for a gentle west-Jutlander does not mean violent clashes, but that people meet face to face.

In this situation, the well-functioning will have to relate to the handicapped, learn to show consideration for their limitations and, in other ways too, treat them as ordinary people. But if this process is to succeed, the onus is no less on the handicapped themselves. They are obliged to seriously participate in the dismantling of the barriers which many years of segregation of the handicapped have erected: an obligation that must naturally be honoured according to each individual's ability and capacity.

But a condition for the handicapped to be able to solve his/her part of the integration task is, in the mean time, that he/she, as a person, is de-institutionalized to a much greater degree than is the case to-

day. The decentralization of the care of the handicapped was a step on the way. However, it is still the case that the life of the handicapped is, to a great extent, connected to public institutions.

I have wondered for a long time how this close connection to the public sector could, to some extent, be broken, and I think that here the present Traffic Minister has shown a way. He has expressed the clear opinion that the special facilities necessary for the disabled to travel by air must naturally be paid for by the mobile air-passengers.

Consistent with this basic attitude is his view that print-out telephones for the deaf ought to be paid for by the other subscribers. In the mean time, the chairman of the board of the Jutland Telephone Company had a quite different opinion. He agreed that the deaf ought to have print-out telephones, but that the expenses should be covered by the Social Assistance Act.

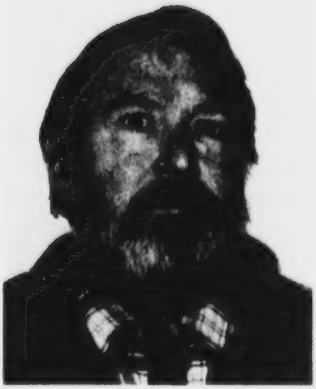
It is precisely this out-dated and rigid attitude that holds the handicapped in his/her position of deviancy, and which makes it almost impossible for him/her to lead a normal life. But at the same time, it must be noted that society's acceptance of the handicapped and society's empathy could be expressed by their (the handicapped) becoming a natural part of common organizations like a telephone company.

In a European context, the concept of freedom has been interpreted differently at different times, while in a global context it is seen as a liberation from hunger, disease and political oppression. The difference is obvious: while people in developing countries often have an extreme need to be liberated *from* one or more evils, the freedom concept in the European interpretation is an expression of freedom *to* something.

The latter interpretation assumes, among other things, the possibility of choosing for the individual and for small or large groups. To a great extent, it is the range of possibilities from which to choose that characterizes the »normal« person's life. In this field, the handicapped have a deferred increase of payment, although we in Denmark seem to be on the right track.

The prerequisite for continued development is, however, that the handicapped are not considered as a homogeneous group with the same expectations, conditions and opportunities, but that all endea-

vours to compensate for a handicap are based on the single handicapped person seen as a unique individual whose integrity must be respected.



John Frederiksen (60)
M.Sc. (politics). Employed at the Ministry of Housing, Motor and Appliances committee (B.M.H.), with which he has been involved from 1949.

Through writing and lecturing his importance for development has made itself known beyond the national boundaries.

Requirements in the physical environment necessary for the integration of handicapped

By John Frederiksen

By way of introduction, I should like to take the liberty of raising a question about the title of this article. I have difficulty in completely understanding the word integration, despite the fact that I use it often. An attempted definition must include something like: to ensure the greatest possible social and cultural contact with and participation in normal everyday society. This is, however, a somewhat imprecise definition and may sound rather patronising - but this is perhaps a common danger when describing activities which involve a definite ethical goal. Despite my somewhat unclear understanding of integration, I am certain that the admission of physically handicapped children to a school for the psychologically handicapped has nothing whatever to do with integration.

The handicap organisations' cooperation committee on which I sit; »The Housing, Motor and Appliance Committee« (Bolig, Motor og Hjælpemiddeludvalg or B.M.H.) has, itself, never had the need to define a policy regarding schools. Our efforts have been concentrated on influencing normal school building programmes, normal institutions for children, normal housing and transport systems so that they are usable by everyone. As far as schools are concerned, it is the task of the parents and teaching staff to set up curricula and teaching methods which best take into account the needs and development of the handicapped pupil. It should be possible to ens ure that the handicapped child is able to participate either in the normal classroom activities, in special classes for perhaps part of the day, or in special schools. All of these possibilities should be available.

The work of the organisations involved in the B.M.H. committee has not, therefore, been concerned with special purpose buildings but rather with normal building programmes. If the latter caters for everyone then conditions exist in which the best forms of teaching can be practised.

We have been very fortunate in being able to count on government support from May 1969 when a government decision stated that »the teaching of handicapped pupils should be organised in such a way that, when parents wish it, children can be taught in a normal school environment and may receive home care in cases where institutionalised treatment is called for«.

The reference to care in the home is open to interpretation, it does not necessarily imply admittance to an institution in cases where parents are unable to provide the necessary care at home, the possibility of admittance to a normal (suitable) boarding school should also exist.

It is not the purpose of this article to argue the case for the »mixed« principle. It is sufficient to state that several investigations in other countries have shown that pupils from schools with an entirely non-handicapped intake have a false and mystified picture of what it is like to be handicapped. Where schools are mixed, the non-handicapped pupils develop a more reasonable relationship with handicapped and a more differentiated attitude to the problem of being handicapped. These results are also reflected in a number of other spheres:

normal tolerance to minority groups etc.

These foreign investigations apply, presumably, to other countries and other conditions. Lack of knowledge gives the non-handicapped mistaken preconceptions and expectations. To the handicapped, attending school together with children from the same neighbourhood/street, it gives a feeling of greater assurance.

A more detailed account of the technical requirements for installations in educational establishments will not be given here. Several excellent publications are available, some of which are listed below:

- School installations for handicapped pupils. »Den centrale rådgivningstjeneste for skolebyggeri«. July 1980.
- Building design for educational buildings (B.M.H.-revised edition). June 1985.
- Planning and design of outdoor areas for use by handicapped. (Dansk Ingeniørforening NP-160-R). January 1983.
- Checklist for building for everyone - bathrooms and toilets - kitchens for everyone - childrens institutions for everyone. (B.M.H. Sept. 1974 - Jan. 1980).

Plans for new school buildings are regularly submitted to the B.M.H. for our comments. We find it necessary to make suggestions in almost every case. Alterations are usually suggested for entrances and porches in particular and there is often inadequate communication between architect and the garden architect/gardner. Another »weak« point is in the installation of toilets. Toilets are often badly designed for the physically handicapped, and the so-called handicap toilets are often strangely sited, separately and out of the way. There is no reason why, despite of being designed for use by wheelchair users, a toilet should not be used by non-handicapped. The investment can be made for everyone.

A »good« example is to be found in Grydemose School in Espergærde, Elsinore, where each classroom has its own toilet designed for use by all. The general principles described here for installations in schools - installations for all - should by its nature also include other areas. It should be possible to establish suitable living conditions

in a normal residential environment based on the residents own requirements. Service facilities with suitable entrances are a necessity. An adequate transport net capable of conveying all must be a clear requirement for the future. It must be recommended that coordination of the various transport systems be carried out as soon as possible in order to ensure maximum efficiency in the use of transport material, and to break down barriers between different population groups.

Relevant litterature in addition to the above mentioned:

- Building for everyone. S.B.I. no. 98. 1983.
- Building for handicapped - A.O.F., B.M.H., D.S.I. 1984.
- Building design for the physically handicapped by architect Sven Eske Kristensen, Dafolo.
- Building for the handicapped. Report by architect Ove Hove, Oct. 1981.
- The handicapped in traffic and communications. Ministry of Public Works 1983.

A report concerning transport systems is under preparation.

Project leader Lena Saleh has worked for many years in Unesco's department for handicapped.

Unesco and the education of handicapped persons

By Lene Saleh

Introduction

Created in 1946, Unesco is an international inter-governmental organization of 160 Member States, and is a specialized agency of the United Nations. .

Its governing body is the General Conference which meets every two years to decide on the programme and budget of the Organization.

It was in 1966 that the General Conference adopted a resolution introducing special education into Unesco's regular programme. Unesco thus came to join the other UN specialized agencies in the rehabilitation field, namely ILO (International Labour Organization) whose responsibility covers the vocational aspects of rehabilitation, and WHO (World Health Organization) covering medical aspects; Unesco covers educational aspects.

Although modest it its staffing and budget, Unesco's special education programme has developed slowly but surely, and the last five years have witnessed a considerable growth in the activities of the programme with a greater commitment within the Secretariat and wider cooperation with Member States.

1981 - The International Year of Disabled Persons was a tur ning point in Unesco's work in the field of disability. Although the bulk of the activities continue to rest with the Education Sector, other sectors and divisions within Unesco have taken up the interests of disabled persons within their own activities - such as culture, communication, social sciences and public information. Thus has come about a move towards integration from within.

Unesco and the Education of Disabled Persons

Unesco's action in the field of disability has as its primary focus, the education of disabled persons. The activities in this respect are two-fold:

1. Unesco serves as an instrument and a channel for the elaboration of guidelines and orientations for national and international action in the field of special education - covering general and specific issues. This is realized through expert meetings, consultations and studies. To cite a few such activities:
- Unesco Expert Meeting on Special Education, October 1979
- Consultation on Alternative Approaches for the Education of the Deaf, June 1984.

2. Unesco operates, at the request of governments, a technical co-operation programme by means of expert assistance, fellowships and equipment and this on a short or long-term basis. Activities under this scheme are funded either from the regular Unesco budget, or from extra-budgetary sources such as the United Nations Development Programme, Foundations and Voluntary contributions, or Aid Agencies from Member States.

One specific operational project which could be of interest to the readers is the Sub-regional Special Education Project for Eastern and Southern Africa initiated in 1980 thanks to a contribution from SIDA (Swedish International Development Authority). Created primarily to stimulate the thirteen associated Member States to further develop and strengthen education of handicapped children - through its various activities such as, advisory services, training seminars, fellowships and an information network - the project has been instrumental in creating an atmosphere conducive to a wider commitment on the part of governments to the field of disability. Today, in the thirteen associated countries there is a person in the Ministry of Education designated for special education. Although the number of handicapped children that are being reached today is still very minimal, every step taken, no matter how modest, is a corner stone in the development process.

Areas of focus within Unesco's Special Education Programme

At present, the Special Education Programme within the Education Sector of Unesco is concerned with matters related to the training of personnel, early detection and intervention, the development of policies and structures for the organization and management of special education. However, training of personnel continues to assume the first priority in this programme.

Noteworthy here, is a study related to teacher training and handicapped students. With the ultimate aim of enhancing the development of education for handicapped young people and facilitating their integration into the normal educational structures, the study considers particular issues related to handicapped young people which may be dealt with during the pre-service and in-service training of ordinary teachers. Started in 1983, the project will carry on into 1987 and should lead to the elaboration of guidelines on substantial elements pertaining to handicapped students for teacher training curricula as well as orientations for planning the education of handicapped students.

Moreover, Unesco continues to promote manpower development on a national and regional basis through training workshops and the elaboration of support training materials. To this effect, Unesco has issued materials in the form of slide/script kits and will soon be issuing teacher guides on selected issues, such as teaching of mentally handicapped children, parent participation, language and communication.

Information exchange and dissemination of documentation and materials continue to occupy an important part of the programme.

Unesco's technical cooperation in this domain is very much geared to developing countries who are just starting in this field and whose economic and social conditions make the provision of special education particularly difficult. This cooperation has grown considerably since 1981. During the budget period of 1981-1983, more than 70 countries were able to draw on Unesco's technical cooperation programme. There is indeed a considerable amount of information, knowledge and experience on which we can draw. The challenge, however, is to always adapt these to the relaities of the countries con-

cerned.

The very fact that Unesco has established a Special Education Programme within the Education Sector has helped to encourage national efforts towards the development of education of handicapped persons and the acceptance of special education as a component in the ordinary educational structures, a goal towards which Unesco continues to strive.

Director Patrick Daunt (60)
Director of the E.E.C.'s office for handicapped. Degree from Wadham College, Oxford 1954.
Among his writings can be named: »Comprehensive values«. Heinemann 1974.

The education, rehabilitation and integration of disabled people in the European Community

By Patrick E. Daunt

Activities of the European Commission

For a number of years the *European Social Fund* has included the needs of mentally and physically disabled as one of its priorities, and in 1984 over 6% of the billion Ecus available to the Fund was devoted to the support of vocational training programmes for disabled people.

In parallel to this important financial intervention, the Commission is implementing an action programme to promote the social integration of disabled people. This programme was adopted by the Council of Ministers in 1981, as the Community's principal contribution to the International Year of Disabled People, on the basis of a proposal of the European Commission which itself took into consideration a Resolution of the European Parliament and an Opinion

of the Economic and Social Committee. In May 1982 the Commission set up the Bureau for Action in Favour of Disabled People to carry out the work.

The programme consists of three principal interdependent actions:

1. *Initiation of policy development at Community level*
   In the autumn of 1985 the Commission will present to the Council the first of these policy initiatives, comprising a memorandum and draft instrument on the employment of disabled people. Further initiatives are being prepared concerning the environment (housing, access, mobility) and incomes (social security and other benefits).

2. *Establishment of an information system*
   This is the Handynet project, which will develop step by step a computerized European data base on disability questions, accessible at Community, national, regional and ultimately local levels. The first module concerns technical aids, using the Nordic classification which is now translated into all the Community languages; an operational pilot involving a number of Centres in different Member States will commence in 1986. Meanwhile feasibility studies are in preparation for the development of possible further modules concerning employment; education, training and vocational rehabilitation; and access and housing.

3. *Encouragement of innovation, of exchange of experience and of semination of good practice.* Here here are five main activities:

   – *Network of District Projects on Social Integration*
   Sixteen distrikts of about 100.000-250.000 inhabitants each, one or two in each Member State, are working together to bring all the resources of the local community together in order to promote integration and autonomy. This is a four-year project, the progress of which is regularly reported by means of a Newsletter in all the Community languages.

- *Network of Rehabilitation Centres*
  Founded in 1975, there are 31 members of this Network, one in Luxembourg, 2 to 4 in other Member States. The network includes Centres (or associations of Centres) which are concerned with functional rehabilitation or with specialised or integrated vocational training. By means of seminars, study visits and training sessions the Network aims to promote the disseminate good practice in rehabilitation throughout the European Community.

- *Subventions to outside actions*
  Subventions can be given to assist the European collaboration (seminars, encounters, joint projects etc.) of outside bodies, typically non-governmental organizations. In this way a wide range of activities can be supported, many of them actively involving disabled people. An annual programme of model projects for exchanges of young disabled people is regularly included in this element of the programme.

- *Pilot Projects on Housing*
  This is a special scheme to award grants to projects for the construction or servicing of permanent accomodation for disabled people, with a particular emphasis on projects which enable disabled workers to live in the open Community.

- *Encouragement of Educational Integration*
  A working party of national experts has recently been set up to prepare a report to the Council on the state of educational integration throughout the Community and to work with the Commission in devising measures to promote it. Particular attention is being made to the impact of new technologies in this domain.

A number of the Commission's recent policy studies in the disability field have been published and are available through the normal official outlets. The Commission has also just launched new projects to provide information about European issues on audie-cassette and in

braille for visually impaired people. The Commission is also encouraging experiments in video production and collaboration between broadcasters engaged in disability problems.

The Bureau organizes regular meetings with representatives of ministries, of the concerned professions and of the leading non-governmental organizations. It is planned to organize similarly regular discussions with the representatives of the social partners and of local authorities in the future.

The Commission's work on the integration and autonomy of disabled people will be continuing, and it is proposed to prepare a further action programme before the present one is finally reported in 1987.

Coordinator Mary H. Hope
From 1981 appointed to the British Ministry of Education, the motor behind the starting and coordination of a network of centres for the use of micro electronics in schools in England, Wales and Northern Ireland.

How new technology can help children with special educational needs

By Mary H. Hope

Background

Less than five years ago the Council for Educational Technology scoured the UK for uses of microcomputers with children with special needs. The purpose was to prepare a presentation for a conference. Eventually four examples were found. All were teachers who had by various means acquired their own computers and spent many hours at night programming.

Today the picture is entirely different.

We have had a government sponsored scheme to get a microcomputer in every school, and more often than not the local education authority has followed this up with considerably more hardware. The other government scheme is the Microelectronic Education Programme, (MEP), which has provided teacher training, information and software. Scotland has had a separate but similar Programme.

On the special education side MEP has funded four Special Education Microelectronic Resource Centres (SEMERCs) which encourage and support teachers, a small software production unit, and the Aids for Communication in Education (ACE) Centre, which mainly deals with physically handicapped pupils with communication problems.

Although this might sound impressive, when the number of teachers and schools to be reached is considered it is a slender resource for the task. The fact that the use of micros is now a commonplace event is due to a number of factors and the central government support has been harnessing rather than causing the enthusiasm of teachers in the classroom.

What is happening in schools now?

Today there is an acceptance that micros have a role to play in special education. Even the sceptics would agree that some children's lives have been much improved as a result of the new technology.

We do, however, still have a large number of questions to answer about how *best* to use the power of the computer.

But first let us look at some of the current uses:

With physically handicapped pupils

Without doubt the most dramatic use is with children who have severe physical handicaps and as a result have communication difficulties. For those children who are so disabled that they are only able to use switches and have previously used electro-mechanical devices (such as the Possum) the advent of micros has literally changed their lives. The two main benefits are the power of word processing which can mean perfect copy, sometimes for the first time in their lives, and the possibility of storing personalised word lists which enable frequently used words to be retrieved with fewer switch operations.

We know of many children who are now able to take public examinations, but without micros would have had a very limited educational experience. Some have been integrated into ordinary schools, but the lack of a portable computer system for switch users has been an obstacle.

Some children with poor handwriting due to physical problems, but who are able to use a keyboard, are using commercially available portable computers for their writing and note taking. One of these is the Microwriter. This is a machine designed for business people, which is held in one hand so that each finger rests on one key. Letters are coded so that, for instance, you press the first and third finger simultaneously to write an 'a'. Although it sounds complex children,

and even adults, pick it up within few hours. Again it has word processing facilities built into it.

For other physically handicapped children with poor coordination a simple solution to enabling them to use the keyboard is the very low tech device of a keyguard. This fits over the ordinary keyboard and lets them rest their hands over the keys and then insert their finger on to the right key. In our use of micros with physically handicapped children we have evolved two main guidelines for ourselves:

- wherever possible avoid writing special software for switch users. Their micro based communication system should enable them to access ordinary software on another machine. In other words their system should plug into an ordinary computer and they should be able to build up messages on their device which are then passed to the computer. This then reacts as though the message had been typed in on the keyboard in the normal way.
  The exception to this rule is with young children who may need software that is run directly by switches.

- try and avoid producing customised hardware for communication aids. Use »off the shelf« hardware for cheapness and ease of maintenance and customise the software.

With children with moderate learning difficulties

Fortunately the number of children with severe physical handicaps is small. The vast majority of pupils with special needs are those with moderate learning difficulties. Some of the characteristics of these children are difficulties in making associations, restricted ability to interpret abstractions, lack of intellectual curiosity, inability to generalize from observations, short attention span, poor short term and long term memory, and a limited ability to transfer learning. (Green et al 1982).

For some time lack of software held back the effective use of micros with these children, but we now have a small number of flexible packages and a larger number of less useful ones.

We have a growing number of examples of the use of computers

with learning difficulties, mostly in the area of basic skills, i.e. language and number work.

With writing skills there seems to be an easy transfer of the skills learnt at the keyboard to ordinary handwriting. We know of several pupils who would write three sentences with enormous difficulty, who when they were given access to a simple work processor, became enthusiastic communicators. But, the most exciting aspect of this is that their positive approach remained when they were off the computer and doing handwriting.

The word processor that we have developed for use with these children uses a concept keyboard. This is a commercially available touch sensitive keyboard that can be programmed to respond as the teacher wishes. It has 128 sensitive points. If required each of these can give a different response, or it can be used so that it just gives one message, e.g. 'yes' if the right hand side is pressed, and another one, i.e. 'no', if the left hand side is touched. The teacher prepares the overlay that indicates the choices available. With the word processing package the teacher can have whole words on the overlay. The child then touches these and they are transferred onto the screen. He/she can also put in words using the normal keyboard.

Reading skills have been improved often simply by presenting the task on the vdu. Particularly when the task is a meaningful and involving one for the child. Adventure games seem very powerful in this respect. It is now well known that children labelled as non readers often forget the meaning of the term when using the micro.

There are many drill and practice programs to help with number skills. Opinion is divided about the efficacy of these. There are very few programs that aim to teach, most give very limited remedial help to the child. We do not as yet have the equivalent of word processors in the mathematics area.

For many children with learning difficulties their experience of education has been a series of failures and they have low self esteem, which is often linked with poor interpersonal skills. In these two areas the computer can greatly change the self image and cooperarative behaviour of such children. There seems almost to be some magic in the way this happens. Some types of program such as simple databases and adventure games make the best use of this effect.

In the use of micros with children with moderate learning difficulties we have evolved three main guidelines for ourselves:

- Teachers should not write programs. Their role is to use the software effectively. This may involve preparing resource material to back up the software, or preparing files, e.g. for databases.
- A few powerful programs can go a long way. There is no need for at teacher to have hundreds of programs before the micro can be used effectively. A few packages such as a simple word processor, database package and one or two others can be used for several terms.
- Effective use of the micro means easy access. For the micro to be integrated into the curriculum the teacher must be able to use it as and when necessary. It is no use having it for 'two hours on Monday and Thursday'. In practice this means that for the teacher to make the best use of the micro it needs to be permanently in her classroom.

With children with severe learning difficulties

It is through the use of appropriate peripherals that the computer becomes a useful tool for the teacher of children with severe learning difficulties. At the simplest level it will involve the use of switches to build up a cause and effect link. Moving beyond this the most common use is to develop prereading and early number skills. The micro is ideally suited to patiently providing the small graded steps, the reinforcement and the overlearning that is required.

An area that is only just starting to be explored is the use of the micro to teach social skills. In many ways these are of more importance than the cognitive tasks in determining how the child can cope when he/she leaves school. There is for instance a program to teach the order of putting on clothes when dressing, and we hope that there will in the future be more programs in the social skills area.

With hearing impaired pupils

The two main uses with hearing impaired children are to encourage and refine vocalisation and to develop the child's knowledge of syn-

tax. A simple device, called a Micromike, can be used to get a non vocal child to use their voice. It is a CB radio microphone and the software for it includes programs where a helicopter flies or a picture is coloured in when the child makes a noise. A more sophisticated program is Visispeech which shows the pitch and volume of a child's utterance. It can be used so that a visible trace is made on the screen by the teacher or speech therapist saying a word, and the child then has to say the same word and match this.

Very often hearing impaired children have a poor grasp of grammar, and some programs have been developed that give the child extensive practice with particular syntactical structures.

With visually impaired pupils

For visually handicapped pupils the difficulty is the visual display unit. Partially sighted pupils may require the pictures to be modified, and the blind will need a tactile or spoken alternative. There is now a text to speech work processor using synthetic speech. There are a range of devices for converting text into braille.

Conclusion

We have enough evidence to know that micros can help children with all sorts of handicaps. Our next task is to explore in more detail how we can make the most effective use of the micro and which parts of the curriculum it can best support. We need to start asking the pedagogical questions, and leave the technical ones behind.

Reference

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The new information technology as an aid in the rehabilitation of functionally disordered

By Jørgen Hansen

The progress of technology - which many ordinary functioning people turn up their noses at - is warmly welcomed by the disabled people and their organisations. Knowing that technical facilities can be the thing, that makes it possible for them to participate actively in social life, and not being thrown upon a life in isolation and personal seclusion.

Psychical, physical or sensory functional disorders is handicapping as far as no compensatory or rehabilitational efforts provide optimum conditions for personal development and as far as society changes and is formed without consideration for persons whose ability to function is some way or another hampered.

At the threshold of the information technological society we are facing the paradox of rehabilitation - including the social pedagogical efforts - having developed into a high level in the rich countries,

the same countries have come up with communication- and function-forms that to an increasing extent make it more difficult to be suffering from impaired hearing or a visual handicap, to be a backward reader, mentally disabled or psychic aberrant.

In our educational systems - which are and should be - the basis and consequence of society, the trend is precisely and remorselessly registered. The flow of information, that education is expressive of, makes still more heavy demands, qualitatively as well as quantitatively on the students' ability to communicate, than ever before. Capability of receiving, manufacturing and answering the flow of information is of cardinal importance for a succesfull progress in education which again now more than ever before is an almost undispensible premiss for success in working life.

The key word hence is communication - a complicated concept - involving far more than being able to hear and speak. Reduced capability of communicating deals just as much with difficulties over seeing what is written in a book (owing to defected vision) converting the text into sense (owing to dyslexia) or responding in writing to the challenges of the text (i.e. owing to a motile functional disorder).

The basic feature of the new information technology is the capability of solving all three problems impeccably, obviously within the boundaries set ahead anytime by the technical abilities. (Yet these boundaries have been changing so fast during the past 10 - 15 years that nobody at the present troubles to waste time trying to predict the final limits of this development).

The computer is able to receive visual, auditive and tactile input on the behalf of the user, meaning that the person being functionally disordered in one or more of these fields can leave the reception of the information to the technical aid. That i.e. the blind person leaves the reading of the book to the computer.

The converting part consists in the computer transforming the received input into digitals which is stored according to prechosen patterns or procedures (programmes), and can be combined and structuralized into new meanings and totalities as wanted in the program. Virtually this has got nothing to do with thinking, but it can be of great help for people who, owing to a deficient intelligence or specific textconverting problems, easily get stuck in purely mecanic pro-

cedures.

The stored digitals, however, can also be transferred and delivered again in other forms than the one they were received in. Sound can be converted into pictures, motory input into auditive output etc. This so far has been the main advantage for people with no or reduced ability to communicate, and has consequently led to better educational facilities for the blind and the deaf, facilitated possibilities for educating students suffering from organic conditional linguistic functional disorder and finally opened up the prospects for people having been diagnosticated being severely mentally deficient to prove intelligent given the possibilities to communicate.

The main element of rehabilitation is education and education is communication. For this reason the computer is the most important innovation experienced in the almost 100-year old history of special education.

Special education with computer

Without at this point trying to make a special definition of special education in relation to ordinary teaching - the two concepts probably have more in common than elements separating them - it can hardly be denied that special tuition to a particular extent is characterized by *showing individual consideration* and by *compensating for the functional disorder*.

If the entire history of special education these two aspects have initiated an extremely large need for educational aids. For this reason it did not come as a surprise that the people behind special education were among the first to welcome the new information technology in the service of teaching. With countries like the USA, Great Britain and France in the lead and with most Western European countries following in their wake so much experience has been gained during the past 5 - 10 years that today we have a fair basis for assessing the potential of the computer as an aid in special education.

The applications of the computer fall into 4 main categories:

The computer as a teacher
The computer as a tool
The computer as a pupil
The computer as an artificial limb

1. *The computer as a teacher* includes:
   Traning and practice.
   Programmed instruction.
   Simulation.
   Problem-solving programmes.

   Training and practice is concerned with question/answer sequences within specific skills such as practicing figures and spelling. Most of the known programmes are at this level, and there is nothing wrong about that as long as it is kept in mind that special tuition differs and is more than this and that computer, as mentioned, should not be assessed on the basis of these programmes.

   Programmed instruction presents new information for the pupil or presents material which the pupil has already studied in a new way, most often in small units and at a lower level of abstraction. Programmes of this type are most often used as a supplement to class teaching. Such programmes are widely ramified and make the pupil take detours, use parallel routes or make short cuts, depending on how he/she copes with every programme unit.

   Simulation is used i.e. when real situations are too dangerous, too time consuming or too inaccessible. In simulation programmes the pupil can compare and manipulate complex variables and can simulate genetic development in two generations of people exposed to various physically detrimental effects. This is quite sensible simulation, whereas it is rather more doubtful whether it would be rational to simulate the baking of white bread.

   Problem-solving programmes often deal with orientation subjects. The pupil is given problems related to the subject which he/she may solve by seeking further information, i.e. from books or by combining the information given.

2. *The computer as a tool* includes using the computer as:

   calculator, by which the pupil avoids routine tasks

text processor, editing, correcting and printing written tasks
reference book, whereby information from a growing number of areas can be obtained i.e. by means of Teledata or from databanks or when a dictionary is stored to be used in reading or language programmes.

3. *The computer as a pupil.* This application appears when the pupil (the real one) instructs the computer. The pupil can teach the computer to draw a butterfly on the screen or to control a turtle or a lorry moving around on the floor. Virtually the pupil learns to programme and through this he/she develops an ability to think logically. Programmes for musical composition also belong to this category.

4. *The computer as an artificial limb* (or a prosthesis) includes all the fields in which it replaces imperfect or missing functions. The greatest advantage is, as above mentioned, that programmes can »translate« information from one channel to another, i.e. text into synthetic speech or black/white text into Braille. By means of programme controlling the surroundings even those with the most disabling physical impairments can control activities in their surroundings (regulate the lighting, doors, tv, curtains etc.) and by means of a communication programme the smallest muscular activity can produce linquistic messages with a selv-chosen content.

Conclusion

In the world of today there is general agreement that the information technology should be used to the benefit of the pupils who are handicapped by

- *teaching them about* the technology in the same way as all other pupils
- *teaching them by using* the information technology, and
- providing them with the possibilities of using the technology as an aid which may *compensate for their functional impairment.*

It is worth noticing that the political authorities, the associations of special education teachers, parents organisations and the organisations of the handicapped persons agree upon this paradigm.

The reason for this is - as has always been the case within special education, very congruent:

> In the society of the future it will be handicapping not to have a knowledge about the possibilities and limits of the information technology, whereas conversely it can be handicap-eliminating to have a high level of knowledge in this field.
>
> Disabled pupils need and require every possible teaching aid which in a positive way enables them to get optimum profit from the instruction.

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Viewing rehabilitation as a whole

By Finn Christensen

Conception

Rehabilitation is an expression covering countless arrangements for handicapped people. All things considered you usually cannot talk about rehabilitation, because the majority of handicaps are inherited or early required. We ought to talk about habilitation instead, as the primary purpose of the effort is to maintain and increase the possibilities of display of life for the individual. Though - according to tradition - the word rehabilitation will be used in the following.

Fundamental demands

The handicapped is primarily a person with exactly the same demands on life as everybody else. Human needs are the same irrespective of a possible handicap. Therefore the aim of rehabilitation must always be to increase a person's possibilities of covering these needs.

After such a definition *rehabilitation* covers both arrangements of educational, social and medical character. Primarily the handicapped person must have a share in the same arrangements as the rest of the population. Secondarily - through a special effort - the handicapped must be ensured supplying and compensating contributions, so that there will be equality to a great extent with the others.

Possibilities of life

All rehabilitation takes basis in the individual. It can be difficult to define what makes a person handicapped. A person's situation is always characterized by moving from a past through a present to a future. Status in the family, in employment, place in the social network of friends and in the cultural life changes all the time. It is a person's impression of his own possibilities that decides his actions and feeling of satisfaction with life. The handicapped person sees a limitation of his possibilities.

Field of conception

In this connection physical conditions and employment is only a part of the purpose of *rehabilitation*. The social network, education and possibilities to take part in cultural life in all aspects are things just as important.

Discrimination

Experts of rehabilitation often focus on the limits of a person, on the handicap itself - and they make great efforts to remove the handicapping element. This is not possible for most badly handicapped people - and the result is that rehabilitation is given up and the public efforts are reduced to economic support and care. Fundamentally such an attitude means discrimination of handicapped people, because you take away the possibility of development that usually implies intensive and continued arrangements without predetermined aims.

Objects

Rehabilitation always ought to obtain

42 *1. as much physical and psychical independence as possible*

2. *social independence in the highest degree*
3. *occupation as far as possible* and
4. *participation in cultural life*

Process of help

Thus rehabilitation is a *process of help* comprising remedies, treatment, education and training, social care and nursing, occupation and support to self-activity - it is obvious that habilitation must start as early as possible and that this can mean a lifelong help with aims and contents changing after the development and situation of the individual.

Positive identity

As an aim rehabilitation must have to create the basis for *development of a positive identity* and to maintain this through the years of growth and the development so that the self-value is preserved.

This implies that the handicapped person gets help:

1. *to development of his own personal possibilities and interests*
2. *to obtaining of an independent status in his own social network*
3. *to participation in society either through production or another occupation of public utility*
4. *to participation in cultural activity and leisure*

Development

Today these aims can be reached to a further extent than we thought was possible just a few years ago. Independent housing, development of remedies, extended education - also for adults - and wider offers in different forms of protected occupation are things that have contributed to this. But it is just as important that there is a growing general accept of the fact that work of public utility can be other things than commercial production, for instance participation in organisation work, activity in interest-groups and creative work.

The positive development of self-experience builds on basal criteria which are a part of the basis for rehabilitation. These criteria can be sketched briefly:

Criteria for rehabilitation

1. *The person must take part in a social community, belong to a group with common functions.*

   Handicapped fellow citizens are not to be isolated in special institutions or alone in special houses and homes. - The social life must also include belonging to a group, where the handicapped is part of the group every day. The group can be the family, an organisation, a club, business, a community of neighbours or other things.

   It must be possible for the handicapped to identify with a group - be able to say »I« and »we«.

2. *The person must take part in a binding relationship to others, adapt himself socially and actively contribute to maintenance of the community.*

   You must make the same demands to the handicapped fellow citizens as to others about social adaptation and fitting in to the norms for social correlation. - The social demands can include an adapted behaviour, both physically and verbally.

   These demands are vital for the experience of the social functions in relation to others - and they contribute to development of social self-discipline. As a social creature a person needs to find his social status and role in relation to others.

3. *A person must have a possibility to achieve something in relation to his own capacity.*

   Handicapped people must have possibility to make achievements. Everybody needs competence, to prove to others that he can work hard for something. - Of course demands must be adapted to the ability, but it must be possible to do something measurable either in time or production.

   Achievements contribute to construction of self-esteem and are vital to fix a goal in life. They contribute to your own and other people's evaluation of personal value.

4. *A person's life must have a clear and structured course.*

   Structure in everyday-life is necessary to maintain social relations

and to establish situations where the person can develop in a social correlation. - Structured demands contribute to breaking isolation and loneliness, and they give a concrete experience of challenges and demands.

Structure in everyday-life is characterized by an obligation to appear and demands for certain functions as well as an indication of a difference between the home-situation where care and nursing are important elements - and the out-situation where social and personal demands are crucial.

5. *A person must have a perspective of development.*
Expectation of self-development and aims for achievements are vital for a person's experience of future.

In Denmark - characterized by a high-technological and educational level - education and school play an important part in all offers of rehabilitation.

Decentralized system

At the same time rehabilitation in Denmark is mainly based on a *decentralized* consultative and granting system. These elements and a heavily increased extension of protected housing and occupation in local surroundings have resulted in considerably improved conditions for rehabilitation of handicapped people.

Guidance

The school psychological *guidance* plays an important part - with its analyses and co-ordination - in the part of rehabilitation concerning children and young people, especially in the use of school- and education-offers. - A well-organized system of guidance-unities and decentralization of the offers for the hardest handicapped will hardly give experience enough concerning several groups of handicapped people.

Co-ordination

Now the problems are mainly centered about the co-ordination be-

tween the offers of rehabilitation of the individual sectors, and about maintaining and developing these offers in the environment of education and research where - exactly - decentralization has caused relatively few projects of development.

Initiatives

There is still room for - and need for - initiatives in the field, an area, where both public and private efforts are necessary.

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The special pedagogical centre for education, training, research, technical aids development and information

By Kurt Kristensen

Prerequisites for the establishment of a special pedagogical centre for severely handicapped children

When planning the education centre for severely handicapped children at Herning, established 1961, it soon became obvious that, to successfully conduct experiments in the establishment of classes for all kinds of severely handicapped children in connection with ordinary schools, it was a prerequisite that the following should bear equal weight at the outset:

(a) training of teachers for special education

(b) preparation of educational material for handicapped children

(c) preparation of information material on handicapped individuals

(d) development of pedagogical diagnosis material for the examination of handicapped children, and research.

At the time of establishing the education centre at Herning for severely handicapped children there were only very few teachers with a special training. Consequently, it became necessary to locally offer training to interested teachers, qualifying them for the teaching of handicapped children.

In 1961, only very little mass produced educational material was available for severely handicapped pupils. (The special school had its own simple educational materials). Thus it became necessary to develop the production of appropriate teaching aids to meet any kind of handicap by establishing the Public School Material Laboratory at Herning and the Special Pedagogical Publishers. The two started their activities at the beginning of the sixties.

The successful integration of handicapped children into ordinary schools depends on the distribution of necessary information on handicapped individuals and their opportunities. This was disseminated through publications, broadcasts and television programs, and newspaper debates.

In order to determine the appropriate school placement for the individually handicapped child it was necessary to assess the pedagogical-psychological functional level of the child. Various tests were developed, e.g. a language test, standardized on Danish material (Kristensen 1960 and K. & K. Kristensen 1967).

As there was no great tradition for the education of severely handicapped children in public schools (neither as individually integrated nor in special classes) pedagogical research was necessary, particularly as regards the integration of children with cerebral paresis. - The Education Ministry's circulars of August 4th, 1961, make no mention of children with a cerebral paresis (Kristensen 1972). The circulars were meant as a follow-up to the Primary and Lower Secondary School Act (the Education Act) of June 7th, 1958, under the provisions of which severely handicapped pupils should receive special education in ordinary schools.

Educational centres for severely handicapped children in Denmark

In 1963 it was supposed (Kristensen 1963) that out of a 5 million population in Denmark in an area of 44.000 sq. kms. the demand would be for 12 or 13 educational centres for severely handicapped children. These centres were established in the course of the sixties.

The Danish model has proved its suitability not only in industrialized countries but also in developing countries.

The Danish model applied in a developing country - Kenya

Most developing countries today face the same problems as regards the education of severely handicapped children in the ordinary schools as Denmark did around 1960:

- only few severely handicapped children have been integrated into an ordinary school
- there is a lack of trained specialized teachers
- the availability of technical aids for handicapped children is scarce
- information material on handicapped individuals is insufficient
- practically no locally produced diagnostic material is available
- pedagogical research on the handicapped is scarce

In order to meet the great demand for teachers for special education there has been established - as a Danida project - a Kenya Institute of Special Education (KISE) with the aim of amongst other things offering teachers a 2-year further education course for training as special teachers within the various handicap areas. At the same time, the Institute will be able to offer short courses to teachers and other staff, working with handicapped children.

The preparation of education materials for handicapped children takes place in the materials laboratory and the workshops of KISE.

KISE has an information and documentation department concerning handicapped individuals, which plans to produce films, slides, brochures and other information materials on the handicapped.

In connection with the education centres for severely handicap-

ped, information is offered to parents and to administrators from the educational, the social and the health sectors, in the form of courses.

It being inappropriate to utilize pedagogical diagnostic material from other countries, a number of screening tests have been prepared i Kenya, with Danish support, for handicapped children of preschool age and of school age. The material, which is suitable for all children, tested in the newly established education centre for handicapped, is utilized in connection with the pedagogical research at KISE.

On September 1st, 1984, the setting up began, with Danish support, of 17 out of 43 planned centres for handicapped children aged 0 to 16 years (Educational Assessment and Resource Centres).

In principle, the tasks of these centres are the same as those at Danish educational centres for severely handicapped children:

(a) to find handicapped children at the earliest possible stage
(b) to make pedagogical, psychological and medical examinations with a view to prevention and treatment
(c) to advise the parents of such children
(d) to establish parental groups and courses
(e) to aim at the integration of the maximum number of handicapped children into the ordinary school system
(f) to advise teachers who instruct handicapped children in ordinary classes
(g) to contribute to the establishment of special classes in ordinary schools
(h) to develop some of the educational aids for the handicapped which are not being mass produced at KISE
(i) to contribute to the training of staff and administrators within special education
(j) to locally disseminate information on the handicapped, e.g. at the very commonly held mass meetings, which in East Africa are called barazas.

Conclusion

In Kenya, as in Denmark, it appeared that great local enthusiasm and many local resources were available for the establishment of the

education centres for handicapped children. The model has sufficient flexibility to meet the demands for this education from the individual areas, e.g. through the establishment of special classes at ordinary schools and Monday to Friday boarding facilities where handicapped children can live whilst they are taught at the local centre/school.

This model for the integration of handicapped children, which is in the process of development in the Kenyan Ministry of Education, offers the opportunity of a decentralized application, according to the demands of the individual area involved.

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Society's interest in and possibility of, limiting the effects of handicaps

By Elsebeth Kock-Petersen

The political philosophy

The aim within the handicap sector is to ensure that the handicapped individual lives as normal a life as possible.

This can only be achieved if all sectors of society are actively aware of and contribute to, a situation where handicapped individuals, as far as possible, live under the same conditions as the non-handicapped.

This means that not only professional workers within the school sector, social sector, labour market sector, traffic sector, communication sector etc., but all of us, as fellow human beings - as neighbours and colleagues - must do what we can to make the handicapped individual feel equal with respect to position and dignity in our society.

The basis for the government's policy in the social sector is that each citizen shall have the greatest possible influence on his/her own life - also in cases where he or she is dependent on social assistance because of a handicap.

When help is necessary from society it is important that one becomes aquainted with the person's situation, and that help springs from confidence in and respect for, the person needing help.

This basis has special significance when the issue is aid to handicapped individuals inasmuch as, previously, aid was often given with a basis in uniform, packaged solutions with room for only few individual considerations.

In the social sector much weight is put on counselling and advising the handicapped. This counselling is done by the local authority and includes all problems which have significance for the social function, including employment problems, too.

The social worker and the individual must, together, find an acceptable solution. This requires an effort both on the part of the social worker and the individual who is in need of help.

Many people will perhaps feel tempted to accept their social worker's solution without discussion, but it is extremely important that the individual participates actively in the process and gains an understanding that he or she must take responsibility himself/herself.

Public effort

The effort to rehabilitate must have a high priority. According to Social Assistance Legislation, rehabilitation can be carried out partly at actual rehabilitation institutions under the auspices of the county, partly in the form of such assistance given by the local authority in connection with education and re-training at standard places of education and work.

Approximately 35.000 families receive rehabilitation aid in the course of a year. And the number is steadily increasing.

In that connection one can raise the following question: Is it at all worth rehabilitating people in times of crisis with great unemployment? Research shows that it is worth the effort.

A complete rehabilitation thus prepares, quite certainly, the individual's possibility to enter the labour market.

But in order for rehabilitation to be really effective an active support is required from the labour market such that a condition of equality arises between those rehabilitated and others seeking work.

Further, an important aspect of a rehabilitation is that it can strenghten the individual's self-confidence and give the opportunity to get a better hold on life and make it more meaningful.

A crucial prerequisite for the integration of handicapped in society is, naturally, that there is a possibility to technically compensate for a physical handicap.

The fundamental principle here is that in all areas - education, housing, traffic, the physical organization of work places, etc. - the general rules are sought formed such that the handicapped are given the greatest possible consideration. To put it another way:

The problems of the handicapped must be solved in the sector in which they arise.

Moreover, it is necessary that there are sufficient and appropriate individual facilities available, both to manage problems in daily life and as a help at work.

These facilities are provided by the local authorities, and within the aids and facilities sector significant improvements due to technological developments have occurred in the last few years.

The latest development is that the deaf, in a short time, can get a print-out telephone for the same price as an ordinary telephone.

In accordance with the above mentioned fundamental principle, the print-out telephone is delivered by the telephone companies as part of their standard service and not as an aid in accordance with social legislation.

Private efforts

In the above I have described various support possibilities offered by the state. This social service must not, in the mean time, hinder common, everyday humanity from flowering.

Growth in the social aid apparatus has no doubt led many to the understanding that most help can and ought to be given from the public authorities' experts; and that there is, therefore, no use for the more unprofessional help we all, as individuals, can offer.

I believe that this is a dangerous tendency. The result could well be

that we end up in a barren society, where the individual is considered self-sufficient, without need for human support.

In order to turn the tide of development it is necessary that our attitude changes; that we consider it natural to ask each other for help; and just as natural to offer help without anxiety over encroaching on professional territory.

Today we have come a long way with integration in the handicap sector. But we must continue to develop our service through experiments, utilization of technological progress, creative thinking and attitude changes - where the aim must be based on the individual's dignity.

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Research in special education

By Birgit Dyssegaard

The search for a total solution

The Development in special education has often depended more on changing trends and educational and political »schools« than on results of emperical research. Thus in Denmark research seldom has guided pedagogical development. This condition has contributed to a zigsag course in special education with a tendency either to endorse a certain educational philosophy or to reject it. In stead of analysing the parts of a certain educational model or method, which do not meet the expectations or goals, the total model has been rejected.

and the solution of the problems are sought in a new educational method or fad.

Especially in relation to special education this appears somewhat paradoxical. In one hand it is understandable that teachers of severely learning disabled students wish to be assured of the quality of their efforts by following a certain, »correct« method. This is illustrated by the eagerness by which different educational methods have been received and used only to be totally rejected when they are not able to fulfill maybe unrealistic or wrong expectations. The Frostig program, programmed instruction, the whole word method and many other methods or educational ideas are only a few examples. On the other hand special education is based on the special needs of the individual student as they are identified through a psycho-educational assessment and prescribed in an individual educational program. It is difficult to imagine that the many individual educational programs could be carried out through one or very few models of special education.

In Denmark a great number of special classes were washed away by the waves of integration which no doubt in many cases was necessary. But perhaps at the same time special experiences, possibilities and alternatives of special education also disappeared, which is missed in some places now where it is realized that integration might not be *the solution* for all special education students. Just recently an official committee has once more discussed special education in Denmark.

The members of the committee has apparently been concerned about problems of the organisation of special education spending rather than spending most of their efforts on an attempt to secure the quality of the educational programs for the severely handicapped students through a systematic evaluation of various existing programs. In stead of a needed adjustment of certain parts of the regulations, suggestions aim at a radical change of the legislation with little consideration for the uncertainty it will bring to students, parents and teachers in programs for the severely handicapped students just 6 years after the whole system of services for the handicapped was changed.

The role of special education in rehabilitation

Rehabilitation is the overall concept of the coordinated services and efforts that are needed to give a person with a disability the optimal personal development, independence participation in society and mutual human respect and acceptance. Education is of major importance for the handicapped person as well as for the non-handicapped person in the preparation of adulthood and participation in society. While the overall goal of the public school education is wide enough to cover all education, it is more doubtfull to what degree the educational programs and methods of regular and special education should be identical, especially in the case of severely handicapped students.

All students in special education is evaluated at least once a year to make sure they are receiving an educational program that best meet their needs. It is, however, seldom that the long-term goal set for the individual student will extend beyond a single school year.

But special education should not be considered a goal in itself separated from the overall goal of rehabilitation. On the contrary it should contribute to this by preparing the student in the best possible way in those areas which will be especially relevant for the individual student in adult life. The transition from childhood to young adulthood is still a very weak link in the total rehabilitation process (Dyssegaard, 1980).

Models for coordination and cooperation between the educational system and the social welfare system are relevant areas of interest for developmental and research projects. But who is responsible for implementing such projects, for taking the initiative?

The Danish situation in relation to research in special education

The answer to the above question is depending on one's attitude, nobody or many. A number of educational and research institutions, various school systems, individual teachers or schools have contributed or headed research and educational projects in areas of special education. But none of those institutions has the main responsibility for research in special education or for taking an initiative to look at

and to analyse special areas of problems, to coordinate research and educational development works or to ensure dissimination of the results of such projects to ensure their practical utilization.

Research in special education in other highly developed countries are secured by independent institutes of special education in universities headed by a professor in special education or, like in Norway, by an independent post graduate school for special education. University institutes head the graduate and post graduate education of special educators, but like all other university departments they also have research obligations.

It is difficult to understand that Denmark does not have an independent institute for special education. There is still no chair in special education. Thus nobody has the main responsibility to cooperate with the universities in other countries or with other faculties to stay in touch with other areas of research that might have special value for the disabled.

Both in the areas of teacher training and in research the lack of a chair in special education or special institute is strongly felt. A coordination of the many different research initiatives and a strengthening of the teacher training in special education must be a condition for improving the quality of the education offered disabled children, youth and adults.

The individual educational program - a research project

For each child in special education an individual educational program should be planned based on a psycho-educational assessment. Based on an in-depth analysis of the child's function in relevant areas a goal for the child's education is set in cooperation with teachers and parents. The educational plan is revised once a year.

Actually it might be said that a research project is set up for each child. Based on a known functional level certain hypothesis are made about which skills the child will develop if the described educational plan is followed.

Once a year an evaluation of this »project« is made and a revised plan for the next year is developed. The analysis of the educational methods and subjects in relation to the goal which was achieved and

expected and the child's functional potential will no doubt vary in different places. It should be possible, however, to make a systematic analysis of the available information about each child.

It should be an appropriate object to make an analysis of a great number of individual educational programs over some years to try to deduce possible general traits, trends and experiences. On a modest scale the psycho-educational team of the County of Copenhagen (1984/85, 1985/86) has attemted to follow the changes in the disabilities of children, who are referred to special education programs for the severely disabled. Certain tendencies have been found, for instance a growing number of children have been referred because of severe learning disabilities, or the number of severely multiple handicapped children has not declined as might be expected because of a declining birthrate. A closer analysis of such findings might lead to an explanation of such conditions that might appear. A most relevant object for research - because of the possibilities of planning ahead but especially because of the possibilities of prevention.

The quality of the education offered persons with a disability is depending upon the knowledge and experiences of their teachers. Only by offering the educators and others involved in special education the possibility of further education to receive new information and inspiration it can be assured that the education of persons with disabilities is based on the most recent knowledge in the area. At the same time it is necessary to give the teachers possibilities to be involved in educational research and development. To make a hypothesis based on their own observations and experiences and to test such hypothesis in a more systematic way than the daily educational situation allows. In spite of the fact that educational materials to a large extent will influence the form and content of the teaching, only little research is done in this area.

Research and education are also closely related in this connection. A great deal of the research projects sponsored by the Public School Research Council might have their greatest importance in the new experiences and motivation, they offer teachers who are involved in the projects.

Without access to further education and research an educational system might loose its dynamics, enthusiasm and expertice.

The foundation of research in special education is thus present in most places, and research and development projects are carried out in surprisingly many places. The need for a coordinating and inspiring administration and a responsibility for research in special education is therefore very much in demand.

Can we afford it - can we afford not to?

In time of scarce ressources, research and developments projects often receive low priorities by the responsible authorities. Personally I have never stopped to wonder why politicians, educators, psychologists and parents do not have a mutual interest in collecting experiences about what happens to children and adults after they have received an often costly special education. What did they gain from their education? Were the efforts correct or should they be changed in certain areas?

In the small handicap areas cross cultural research might give special information about attitudes and stereotypes about the special learning or behavior problems of certain handicap groups. An example of such cross cultural research is a comparison of teachers ratings of the social-emotional behavior of their deaf students in Denmark and the United States (Meadow & Dyssegaard, 1983). The teachers of the two countries made very similar evaluations of their students, but some differences were found which probably were related more to the cultural differences between the two countries than to the hearing loss of the students.

If there is a desire to assure that students with disabilities are offered the best possible education within the available ressources, it is necessary to collect data from the various educational situations and to analyze them. Through educational research and development projects it is necessary to secure that the education of the most severely handicapped is developed continously and that experiences and ideas of individual teachers may benefit others. Especially in times of limited ressources one can not afford to leave such development to changing pedagogical trends. The necessary change of a dynamic system should be based on experiences and knowledge, not on changing philosophies and fads.

The municipalities and counties have joined forces in research in a

number of administrative areas. It would be natural to expand this cooperation to include research in special education as well. The conditions are available to do so.

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Educational rehabilitation - a question of quality of education and cooperation

By Bjørn Glavsel

If educational rehabilitation is to result in more competence and self-confidence for persons suffering from innate or environmental handicaps, we must concentrate upon two very important factors! Firstly, the educational background of the professionals whose job is to assist the rehabilitation process, secondly, the cooperation between the social, health and educational sectors.

Some points of view on the education of teachers

Within the field of the education of student teachers, much time is spent on the social science subjects. All student teachers learn about the normal development of man, abnormal patterns of development, and how to plan and put into practise special education in order to remove or minimise the effects of a handicap. The students

who specialize in the area of special education during their studies acquire detailed knowledge which enables them to commence basic education of pupils with retarded literate abilities. None aquire sufficient knowledge to practise more comprehensive special education of »slow learner pupils«, pupils who are partially sighted, hard-of-hearing, pupils with specific learning difficulties or pupils who are maladjusted or psycotic. There are two reasons: Partially, of course, basic education does not leave sufficient time for specialisation, and, also, a fault can be found within the structure of the teacher training itself. In general we lack an integrated programme of training which would give the student knowledge of a specialised field and also assist him in aquiring skills of teaching proficiency. The teaching practice incorporated in the education tends to be segregated from the remainder of the education, and up till now it has not been possible to produce the required level of proficiency.

It would therefore seem beneficial for the students to attend a minimum of two courses in which the teacher lecturers cooperate closely with the school selected for teaching practice, to prepare, supervise and follow-up the education in details of a certain subject over a continuous period.

The further education of teachers

A series of special educational courses are held under the direction of the Ministry of Education, in municipal and county boroughs, and in the teachers professional associations; most of the courses, however, are held at the Royal Danish School of Educational Studies. These - usually short - courses provide much useful knowledge which the participants apply in the field of special education. However, as in basic education, teaching practice opportunities are few. There is a need of education courses, controlled and supervised by very experienced special teachers - of course closely connected with a theoretic bringing up-to-date, a.o. based on current special educational research and development work.

The task of special education

66 It would be beneficial if by improved basic education and further e-

ducation, the quality of special education instruction could be improved. Much is demanded of the teacher who enters the field of special education; the qualities required may be described as follows: On the basis of an awareness and perception of the nature and degree of the handicap, which only to a certain extent can be based on investigations by others and with great respect for the handicapped person who needs to develop personally and have minimised the effects of his or her handicap, the teacher and the student must agree on the aim, contents, methods, pace and duration of the special education. During the education and based upon the criteria agreed upon, the results must be considered jointly and adjusted regularly in order to secure and optimise the all-round effect of the joint endeavours.

An initiative which was halted

One of the most important contributions to the development of special education in Denmark during recent years is Act. No. 850 (1978) made by the Commmittee on Special Education. This Act was the result of five years work under the direction of the Ministry of Education with Mr. Skov-Jørgensen as Chairman. A series of considerations and thoroughly prepared proposals were put forward that - if they had come into effect - would have brought Denmark on level with other nations with which we like to compare ourselves in special educational respect. Plans had been laid for further education of nursery school teachers and teachers in the age bands 0-6, 7-16, 17-19 and adults. A bachelor's degree in special pedagogy was suggested and has been adopted to a limited extent, and a position as coordinator of special educational development and research was suggested as well.

Showing deplorable lack of concern for the field of handicapped people's education, the work of the Committee was incomprehensively set aside and the proposals not acted upon.
This report, we feel, deserves to be thoroughly re-evaluated.

Some remarks on cooperation among the sectors

In general, great efforts are made to cooperate in solving problems

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concerning the disabled, by the social, health and educational sectors. Nevertheless, significant difficulties frequently arise - to the detriment of the disabled and his/her family.

For example, parents of a newborn child with a severe handicap often experience a startling lack of liaison between the various sectors. Another example can be the occational failure of the educational sector when a person is hospitalized and requires continued basic or special education, such as speech therapy. A third example concerns the obvious inability of the social and educational sectors to create a meaningful life for adults with serious general learning difficulties. Barriers certainly exist which impede progress in this area.

These barriers exist in the legislation, as regulations within one sector may collide with the regulations of another. Diverse attitudes of groups within education can create barriers, due to perhaps differing educational backgrounds and certainly also the different employment and working conditions of these groups, and not least by the lack of coordination in domestic or local political initiatives.

Even where great efforts have been made to remove such barriers, necessary cooperation procedures need time and sometimes further innovations to run smoothly. Cooperation is more easily established when the handicap is visible as opposed to the psychic handicaps. I would mention, from experience in my own work, the randomness which in my opinion characterizes the referral of seriously maladjusted and psycotic children and young people. There are numerous factors, apart from the nature and degree of the handicap itself, which play a dominant role when deciding where the pupil should be admitted. Considerations such as extensive waiting lists, travelling distance, which authority to which the problem was first referred, etc. It may thus be a coincidence whether a young person will end up under the supervision of a primary school in an ordinary class with supplementary specialized support; in an observation class or observation school; under the requirements of the Act of Social Welfare in a treatment school or institution; under the requirements of the Regulatives of Leisure Time in the continuation school with full-time education; in alternative projects; or maybe under the requirements of the Act of Free and Private Schools with extensive
68 assistance by the Ministry of Education, or finally in the health sec-

tor with admittance to a youth psychiatric clinic.

It lays near at hand to examine the whole area with the purpose of obtaining more simplified and improved measures than we have now.

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Rehabilitation in an international perspective

By Ib Bjerring Nielsen

In the introduction to this publication it is mentioned that the term '*Revalidering*', as applied in Denmark, corresponds to the internationally applied term '*Rehabilitation*' which in the sense of the word points towards 'getting able to', viz., the fullest possible active participation in the financial and social life of community.

The consequences of a disability, in the form of restrictions to active participation in the daily life of community, do not solely influence the disabled person. Also parents, sisters/brothers, husband/wife, will in many cases have to arrange their life out of consideration for a disabled family member, e.g. by abstaining from having job outside the home, by paying careful attention in the choice of habitation etc. In this manner, an estimated 25% of the world population are influenced by handicap. In the light of this it is understandable that rehabilitation constitutes a weighty argument in the efforts which, through legislation and administration, is being made to guide the

development of society in a favourable direction. For the same reasons, the analysis of handicap problems in the widest sense, together with political and financial co-operation, form elements of the working basis in a number of international organizations, the Council of Europe, the O.E.C.D., the ILO, the European Economic Communities, and many others. Add to these, organizations on a professional, religious or charitable basis.

The community life, being aimed at, is evidently different from country to country depending on cultural and historical conditions and on the financial and political situation. In a community where the family forms the financial and cultural basis - being the rule in a majority of the so-called developing countries - the efforts must tend at creating the optimal interdependence between the disabled person and his family. Contrary to this, in an industrialized country a disabled person's life will be considered satisfactory, only when the total financial independence of family has been achieved.

In the major part of today's world, efforts which aim at ensuring handicapped citizens an active role in community life are at the zero level or still in embryo. Therefore, in the light of famine, insufficiency in combating diseases, unemployment and war, it might seem unrealistic to discuss how to create life conditions which may socially and financially equalize disabled citizens optimally. - However, the opportunities of survival of the village and family based communities are maybe exactly under these circumstances dependent on each individual to yield his contribution, whether huge or tiny, to the material and spiritual community.

In those parts of the world where there is a long tradition for public care, these last years have seen a critical attitude to the established care service systems. This must be seen as a consequence of changed expectations to the individual's right to choose his way of living and also the degree of participation in community life, aimed at. For reasons of financial control of a care service system it will normally be organized and administered centrally. This implies that a disabled person will have to move to a »centre« and adapt to that very centre's aggregate service offer. The consequence may be separation from familiar surroundings and limitation of personal liberty. Quite often, unfortunately, *experience* has by misunderstanding been equated

with *care* so as to establish the alibi for offering service at the local level which has resulted in a real worthlessness of a nominal self-determination.

The parameters, which are decisive for objectives and means of rehabilitation, seem to comprise all degrees of economic development, an immense variety of trade structure models, distribution of populations and infrastructures, and finally a number of tested models, the underlying filosophy of which being useless. On these premisses it seams impossible, at the first glance, to imagine common denominators for at more specific co-operation. Nevertheless, there exists a widespread co-operation among all categories of consumers of the systems, and of professionals working within the systems. The common denominators are »attitude« and »knowledge«, the order is not any of priority.

During recent years, the W.H.O. has worked out a rehabilitation manual to be used by countries of such technical and economic development which may only allow for the use of such materials, techniques, and professional skills that are available in the particular country. Nevertheless, experience from electronically controlled protheses and industrially produced wheelchairs has been a prerequisite for the working out of guidelines for the production of handmade protheses of wood and osier bound wheelchairs of bamboo. The respect, at the same time being shown for local traditions, may vice versa give food for thought to many a centralist thinking expert. The practical co-operation is the only form giving scope for creation of the more general declarations in principle.

In the South-East-Asiatic region a co-operation among rehabilitation people at international level has resulted in import facilities and reduction of duties for products which have been made by disabled people in sheltered workshops and rehabilitative establishments. Such special positive measures are in accordance with the declaration included in the ILO Recommendation No. 168 from 1983, i.a. citing (item 9):

»Special positive measures aimed at effective equality of opportunity and treatment between disabled workers and other workers should not be regarded as discriminating against other workers«.

If political decisions are supposed to not only be empty words in relation to an active participation by the disabled person himself in the planning and implementation of a rehabilitation course, it is a must that a reasonable number of alternative opportunities be established and that information of the existance of such opportunities be available. It is generally accepted that those authorities, charged with the responsibility for education, training, labour market conditions etc., should be responsible for the establishment of such opportunities. This will normally imply that the systems will have to see a radical change - a break with traditions and old habits. As an example may be mentioned the Danish earmarking of workplaces for the able-bodied being effective via the concept of »availability for the labour market« which is a condition for aquiring full rights in relation to unemployment insurance and assignment of work.

In certain kinds of international co-operation, e.g. that being practised in the European Economic Communities, certain financial transactions are left with the Communities. This should ensure an (often needed) coherence between common declarations in principle and such acitivities being favoured. The European Social Fund is granting a quite significant support to social projects in the Member States. Projects are to fulfil two demands; to be nationally approved and to be in accordance with acknowledged principles of the Communities. The mechanism is the same being used nationally as regards State support to municipal (local) projects. Similarly, there is an opportunity for organizations or individuals to set up objections, if internationally acknowledged principles are disregarded. Evidently, it is not necessarily a simple affair to influence local activities via international agencies. However, reflections as to possible disadvantages in principle may often seem the greatest hindrance to benefitting from any positive opportunities in this kind of international co-operation.

Whatever are the preconditions of a country's trade structure, legislation and traditions, and consequently the scope for a sensible adaptation of disabled persons to working life, there will always be a need for an optimal guidance to the disabled and a choice of occupational opportunities for him to test. This guidance, and not least the work assessment, will only be qualified the moment when, at the

same time, an evaluation is made of any conditions to be remedied, such as special adaptation of work-place, utilization of working-technical aids, or use of special protheses. Behind this whole process should be a political intention to support the disabled person in the efforts to become engaged in active employment - not least from the labour market parties. In a time, when many working places change shape with the introduction of modern technology, it is of crucial importance, with a view to disabled citizens, to continously consider the opportunities of accomplishing training within new trades and of fulfilling a working place. In the end, only proof will count, viz. disabled persons functioning satisfactorily within the trade in question.

International co-operation, implying an exchange of experience on methods for the support of disabled persons' exercise of profession, is of long standing. So, in 1888 at the Nordic Industrial and Agricultural Exhibition in Copenhagen, the Vocational School, Haandværkerskolen, where I am employed, received a medal »of first class« for »utensils and technical aids to remedy for the defects of the pupils«.

In 1985, an educational seminar was held in Greece, the theme largely being the same. - From the sewing-desk for one-armed in 1888 till today's interfaces of electronic data processing is a huge development gap; therefore, exchanging of experience across the frontiers are becoming more and more significant. In today's decentralized Denmark, it may paradoxically sometimes seem easier to convey an experience to Greece than to a neighbouring county.

List of literature:

UN: Recommendations of a United Nations Seminar, 1982.

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Council of Europe: A coherent policy for the rehabilitation of disabled people. Strasbourg 1984.

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Remedial teaching and rehabilitation

By Flemming Bruntt and Dan Nielsen

Aims

One of the aims of the school system is to educate children to take part in a democratic society. This is achieved through the child's participation and involvement in the life of the school and later on in society.

This is achieved for some children after extra efforts have been made before and during their school-careers through some form of remedial educational assistance. The underlying assumption is that there is a greater chance of a child or young person successfully nego-

tiating a new stage in life if the previous ones have given an experience of positive development. A child's time at school is thus a time of preparation for a place in society which includes both work and leisure.

It should be mentioned that schools provide special pedagogical services from birth to school leaving age. During this part of a person's life public resources are used as a support for development through infancy and at school as well as a help to parents in the bringing up of their children.

Special teaching and other educational help

Special educational help takes many forms (supplementary information is available in circulars and regulations together with guidelines for the various handicap groups and articles published by the Ministry of Education - see bibliography):

a) Special educational help to young children in their normal environment in day institutions and in the home.
b) Special educational help in the classroom, usually in the form of remedial teaching by a specialist teacher.
c) Special teaching in groups or clinics with the object of compensate for learning or behavioural problems. This is available as a supplement to, or in place of, normal classroom teaching.
d) Special classes in the normal school often for a period in the child's school career.
e) Special classes at special schools where the child is removed from his non-handicapped peers, sometimes also from his home in the case of a boarding school.

Regardless of the type of special education in question, initial testing is carried out by the school psychologist. Following consultation with parents and teachers the most suitable form of help is found for the child.

Both members of the school psychological service and special teachers are trained to compensate for and to limit the effects of a handicap. This is, of course, based on a relative assumption that a

child functions normally or is handicapped according to the situation. For example, a retarded child who develops stomach pains as a result of its daily defeats in a normal class, ceases to develop these psycho-somatic symptoms when placed in a remedial class together with similar ability peers, in other words, the child does not feel himself handicapped in this environment.

Integration as a developmental opportunity

Integration can be used as a tool. Based on concepts like, least intervention, the neighbourhood principle and normalisation, the intention is to bring the pupil to be able to function in a normal class thereby coming to realise his own limitations in a real and binding situation.

Problems often occur for the integrated pupil in the 8th and 9th grade (14-15 years). More, and new, teachers, more subjects and exam-orientated teaching, weaken the meaningful class environment and teacher cooperation. It is not unusual that weak pupils find that they can no longer meet these demands. Remedial teaching is offered for periods in the normal school system with the aim of helping weaker pupils to cope, but it is not always possible for them to receive the maximum opportunity to discover and develop their own strong points before they leave school. Thus the more extensive forms of special education provide a safetynet necessary for some children.

An overall aim must therefore be to ensure that young people leave school with an awareness of their own possibilities and with the confidence to be able to utilise their abilities at work and in leisure.

School leaving

Integrated pupils in normal classes in the schools receive the same careers advice as other pupils; the class teacher and school careers officer, together with the local employment bureau, organize 1-2 weeks vocational practice in the 9th grade. The optional subject, »vocational training«, should be made compulsory for weak pupils with a maximum of cooperation with workshops and special schools.

The local authority's youth counselling service registers young people with employment and training problems and, if necessary, offer help in collaboration with the social services department. For pupils who have received more extensive special education in normal schools a transition from school to work is ensured in the 8th-10th grade together with a compulsory follow-up service by the school psychologist.

There are several practices, but the following are common to most local authorities: Throughout the pupil's school career teaching methods and content are chosen which strengthen weak pupils' possibilities for further training and employment.

Vocational studies in 8th, 9th and 10th grade special classes begin with working life, including trade unions, labour agreements, unemployment and unemployment benefits. Vocational studies are compulsory for pupils in special classes.

In addition, the pupil is given the opportunity to try his own preferences in vocational practice which starts in the 8th grade. The intention is not that the pupil should choose a job but test his abilities and needs in a given employment area. The intention of vocational education is to start by giving general information and gradually develop towards solving the individual's problems.

In the 9th grade topics relevant to post-school life are increasingly introduced. The subject becoming more differentiated and centering as necessary on the individual pupil.

The pupil is given the opportunity of attending short courses at further education, establishments, including training schools and technical schools. The aim here is partly to give the pupil a knowledge of these schools, partly to allow him to test his own abilities and interests in relation to the demands made by the school and partly to experience the different teaching forms and methods. Pupils are then sent out on further vocational practice after an evaluation which includes assessment of previous vocational practices and vocational studies, and experience of other types of education.

The vocational practicant is assessed and his final school year planned very carefully.

Pupils in special classes are given, in most areas, the opportunity of taking the 10th grade which includes 15 weekly lessons in school

and 20-25 hours per week in practice. The pupil does not receive a normal wage for this work, but, in most cases, a nominal wage.

The aim of this vocational practice is to allow the pupil to try himself out over a longer period, thus gaining an impression of his strengths and weaknesses.

At this stage the school psychologist (counsellor) is able to assess which pupils will need help from the authorities in their transfer from school to the adult world.

It is therefore both natural and necessary that the counsellor, in collaboration with the parents and pupil, etablishes the necessary contact with the social services in order to set up a long term plan.

This coordinated effort to help weak pupils' transfer from school to society is not always successful, however, and sometimes results in a loss of time and opportunities for the pupil.

The school psychological office can only hand over a case when responsibility has been assumed by the social services department or the employment bureau.

Further, it is the task of the school psychologist to establish contact between special education in schools and special education for adults.

During the past few years developments have taken place in the labour market which have resulted in more and more unskilled jobs being taken over by machines. Further, more and more areas make increasing demands on the ability of employees, which young people from special classes have little chance of meeting.

It is therefore necessary to acknowledge that in future special precautions must be taken to ensure that handicapped persons are accepted on the labour market including an extended use of protected workshops and new employment opportunities.

Vocational practice has been started and has developed within the framework of special education and as such has been recognised by trades unions and employers organisations as an opportunity for these pupils. There is an increasing tendency to use these special forms of practice with other groups. In order to ensure the continued existence of vocational practice it is vital that the scheme does not be-

come »diluted«». It must be developed further and retained as a special help to handicapped pupils.

Current problems

The possibility of being able to follow up integrated handicapped pupils must be strengthened.

A system must be developed which ensures that this takes place through collaboration between school and special services. School psychological counselling should be set up in those schools under county authorities which, as yet, remain outside this legislation. Likewise general regulations must ensure that young handicapped persons in all local authority areas should have access to further training and employment as well as domestic training. There is a great need for hostels and protected accomodation.

Parents of a handicapped child and the child itself should always have access to public help, preferably in the form of help to self-help.

The aim is to give all children and young people the opportunity to develop and to lead as good a life as possible both during childhood and as adults.

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Unesco literature

UNESCO has published several reports, declarations and publications on special education.

The following examples are given:

1. Terminology of Special Education (revised edition 1983).
2. Declaration on the Rights of Mentally Retarded Persons (1975).
3. Declaration on the Rights of Disabled Persons (1975).
4. Human Rights (1981).
5. The Protection of the Rights of Disabled Persons (1981).
6. Handicapped Children in Early Detection, Intervention and Education (1981).

Further information may be obtained by the national distributor.

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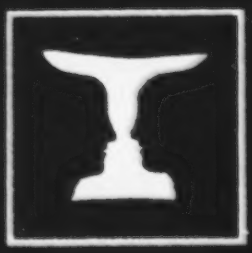

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